

## Teaching & Learning Intent Statements for the National Curriculum Subjects

### Reading

At Newlands we aim to develop our children to become confident, fluent, literate readers which will foster a lifelong love of reading, meeting new characters, going on adventures, exploring new ideas and experiencing different cultures. We expose the children to a wide range of genres & authors throughout our curriculum and our teachers make links with topics and subjects to ensure children are exposed to a wide range of authors, viewpoints, cultures, . Our consistent and rigorous approach to teaching the skill of reading, will provide children with a solid foundation to become enthused, excited and confident readers with a passion for storytelling, literature and vocabulary.

Read Write Inc is taught to years R, 1 & some of year 2. It is taught for one hour every morning. Children are grouped by stage not age across the year groups. During the afternoon each TA in years R,1 & 2 are assigned to children to work with everyday on a 1-2-1 basis. These children are rotated each term to ensure we cover the whole class. Three reading books are sent home on a Monday and a Thursday. These books are matched to the sounds the children are learning that day or week, (*we were sending books home daily, however, due to current restrictions we are limited to twice a week to ensure we cover National Government guidance*). All children in years R,1&2 have an individual login for Reading Eggs which is an app they can use at home to support their reading level. It is imperative children have a secure understanding of the phonologically framework before they develop as competent and assertive readers

VIPERS are taught from years 2,3,4,5 & 6. In every classroom reading is being taught daily for 45 minutes. Each session focuses on a different reading assessment skill: vocabulary, inference, prediction, explanation, retrieval and summarising (sequencing in KS1) Teachers are encouraged to use different media to engage the children in the learning process. We teach the skills of reading rather than completing comprehension activities. We also use Accelerated Reader which encourages the children to read books at the right reading level for them to develop reading with independence. Accelerated Reader will bridge the gap between early phonics and early reading to a more fluent established reader. When children have completed the book they will take a comprehension test to progress to the next level. During the school day children in KS2 will hear their teacher read the class novel for 20 minutes and they will silently read for 20 minutes to themselves. During this time the class teacher and supporting adults will listen to children read and encourage fluency by developing individual reading skills.

Every child in the school has a login for MyON. This is an online reading library which provides over 5,000 books for children to access on various platforms in school and at home. Their MyON account is linked with their Accelerated Reader account so the books are at the right level for them. By using MyON we are encouraging the children and parents/carers to read together at home.

#### Home Reading Expectations

- Reading every night for 20 minutes using either; MyON, Accelerated Reading book, Reading Eggs, RWI book or any other reading material the child would like to read.

## Writing

At Newlands we aim to develop our students with their writing to ensure they leave us knowing how to communicate effectively using their written skills. We follow the National Curriculum for writing and aim to achieve the skills required by exposing the children to various texts in all the subjects we teach. Children develop their writing skills in maths, explaining the learning which has taken place or reasoning as to why a problem makes sense. Throughout our foundations subjects we aim to have a writing focus to develop and encourage children communicating through a written piece. This would consist of a child sending a postcard in Geography, a letter in a bottle in DT, write up of a science investigation, write a poem in English, Newspaper report

By exposing children to different writing styles, texts, genres and subject areas we are able to make links across our topic to ensure we are meeting the requirements of the National Curriculum. Transferring the skills of the discreetly taught punctuation and grammar sessions to consolidate the learning. Opportunities for pupils to express themselves using a range of writing styles. Building on the progression of skills acquired throughout their schooling.

## Spelling

At Newlands primary school we use the 'Spelling shed' app to help our children learn their spellings. The Spelling shed is a whole school spelling scheme giving 100% coverage of the national curriculum. It is fully controlled by the class teacher and enables each child to have custom spelling lists created for their ability. The scheme is accessible at home, on a tablet or phone, so that children can practice their spellings as part of their homework in a fun and engaging platform with games to play.

Teachers set weekly spellings to be tested in school and these are set via the app. The spelling shed is dyslexia friendly using the 'open dyslexic' font and has three levels of difficulty to support pupils of all abilities through appropriate challenge.

Parents at Newlands Primary school say the spelling app engages their children and provides interesting ways of practising and embedding spellings.

In Year 2, there is a keener focus on independence and structure of the spelling week. Children are given up to 10 spellings that are linked to the statutory government guidelines for spelling rules and common misconception words that children are expected to know and use independently by the end of Year 2.

When children begin Key Stage 2, a spelling list of up to 15 words are given out on a Monday and then tested on a Friday. Spelling rules and common misconception words – in line with the statutory government guidelines – are the key focus in each of the year groups. However, if a child requires subtle changes in the spelling structure to match their spelling age, then teachers are at liberty to alter the words.

## Vocabulary

At Newlands we follow Mrs Wordsmith to teach our children about vocabulary. We use this for story writing, topic writing and foundation subject specific vocabulary. IT is important to us as educators that children understand the rules of a language and use words correctly in the correct context. Children who have a richer vocabulary are more confident, achieve higher outcomes both academically and in life and read more for pleasure. A child's linguistic competence can have a positive impact on their behaviour. Children are able to understand and talk about their own emotions and

actions giving them a more mindful and thoughtful head space. In order to expand a child's vocabulary we need to develop a 'word consciousness, this refers to an awareness of and motivation to learn new words. Mrs Wordsmith enables us to engage the children due to the fun characters linked to every word. The children enjoy looking at the pictures and find word pairs to use within their writing. The children really enjoy learning new words.

## **Handwriting**

We aim to give our pupils the support and guidance to enable them to practise and and develop their handwriting. We encourage children to take responsibility for their handwriting and our aim is to instill best practice in our children enabling them to strive and achieve their best possible handwriting. Children start in Reception and are introduced to cursive script from the beginning. By the end of key stage 2 we expect pupils to have neat, legible joined up handwriting. We want pupils to take pride in their handwriting and use the skills taught in their everyday learning experiences, applying these skills throughout the curriculum.

## **Maths**

At Newlands, all pupils will experience the 'mastery approach' to learning maths, using the underlying principles of the Mathematics Mastery programme. We want pupils to build a deep conceptual understanding of concepts that will enable them to apply their learning in different situations. Lessons are designed to have a high-level of teacher-student and student-student interaction where all students in the class are thinking about, working on and discussing the same mathematical content. Challenge and the opportunity to deepen understanding of the key mathematical ideas is provided for all.

Every attempt is made to keep the whole class learning together. Differentiation is achieved, not through offering different content, but through paying attention to the levels of support and challenge needed to allow every student to fully grasp the concepts and ideas being studied. This ensures that all students gain sufficiently deep and secure understanding of mathematics to form the foundation of future learning before moving to the next part of the curriculum sequences. This prevents students from being left behind and others from skimming and surface learning.

At Newlands, we want children to think like mathematicians, not just do the maths but enjoy the maths and build resilience to the challenges that they face within and across this subject. It is important that we support all pupils in developing their mathematical thinking, both in order to improve the way in which they learn, as well as the learning itself. Good questioning can be used to develop pupils' ability to compare, modify and generalise, all building a deeper understanding of mathematics.

Our mathematics curriculum follows a Mastery approach following a six part lesson model- do Now, New Learning, Talk Task, Develop Learning, Independent Task and Plenary. The Do Now part allows teachers to assess children's fluency and mathematical understanding, through careful observations, without any input. The New Learning segment introduces the main mathematical concepts for the day's lesson. The Talk Task segment focuses on children developing their oracy skills, modelled within the new learning section and embedded in the talk task. When practising- teachers model how to use the correct mathematical language and the key element of using full sentences to embed the learning through both speaking and listening. The develop learning segment builds on the new learning and develops a deeper understanding of the maths concepts of that lesson. The independent task practises learning independently through solving problems. The plenary segment recaps on the lesson, checking understanding and celebrating success. This must include a reasoning question linked to the lessons' objective.

Teacher annotate plans from Mathematics Mastery and focus on delivering quality first teaching, with a clear focus on using manipulatives to support pupil understanding.

## Whole School Times Tables

At Newlands our aim is to develop our whole school approach to teaching, learning and understanding times tables. Our approach to teaching times tables is evolving this year, with Mrs Farbrace carrying out some action research in the delivery of whole school times tables sessions. We aim for the progression of skills to be as follows. We believe fluency and conceptual understanding of times tables should be a priority for the children rather than a rapid recall of times tables facts.

Year	First half term	Second half term	Third half term	Fourth half term	Fifth half term	Sixth half term
1	Experience of counting 1's 2's 5's 10's					
2	1x	1x 2x	5x	5x 10x	0x and reverse	revision
3	2x 4x	4x 8x	3x	3x 6x	6x 12x	revision
4	9x	7x	11x	squares	revision	test
5	Continue embedding all times tables					
6	Continue embedding all times tables					

## Science

At Newlands Primary School, we recognise the importance of Science in every aspect of daily life. Through the teaching of science we aim to increase pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. It will develop the natural curiosity of the child, promote child led investigation, encourage respect for living organisms, the physical environment and provide opportunities for critical evaluation of evidence.

Through the teaching of science we aim to offer pupils the opportunity to develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. Pupils will develop understanding of the nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them. They will develop the essential scientific enquiry skills to deepen their scientific knowledge and will use a range of methods to communicate their scientific information.

We endeavour to ensure that the Science curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences. It is our aim that all pupils develop an enthusiasm and enjoyment of scientific learning and discovery.

## Geography

The Geography curriculum at Newlands Primary School allows us to celebrate the unique nature of our school. It draws children from our local area

with a diverse range of languages, cultures and heritage from countries across the globe.

At Newlands Primary School we value geography as a key opportunity for our children to discuss and learn about different countries and cultures, children are able to share their own heritage and experiences so that their diverse and wonderful backgrounds have a positive impact and serve as an asset to their learning and the learning of their peers.

Through our geography teaching from Reception, through to Year 6, we aim to inspire pupils, and develop and serve their curiosity about the world around them that will stay with them for the rest of their lives.

We will also develop their knowledge, understanding and geographical skills; with an awareness of potential gaps in knowledge due to social disadvantage and the current COVID disruption. Our Geography curriculum will teach children about diverse places, environments around the world, and people. We will also develop the children's Geographical knowledge as well as a deep understanding of the Earth's key physical features and human processes set out within the National Curriculum.

## **History**

Our aim at Newlands Primary School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our pupils will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

## **Art & Design**

At Newlands, we aim to foster an open-ended exploration of creativity and we believe that the role of the teacher is to introduce key skills, materials and ideas to the pupils in such a way that each pupil can then explore his or her own creativity. Basic skills are introduced and then built upon, including drawing, printmaking, sketchbooks, painting and making. Skills are revisited. By creating a safe and nurturing environment, pupils are encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result.

## **Design Technology**

Design and Technology is an inspiring, rigorous and practical subject, it encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. Our aim is to encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children will also be given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers

## **Music**

At Newlands, music is taught in a practical way, through exploring a range of traditional, cultural, historical trends and musical styles. We encourage

the children to listen to different pieces of music and to comment on their own preferences and experiences. The children are given the opportunity to experiment with different instruments, learn to read musical notation, create compositions and take part in solo and ensemble performances. Skills are revisited several times during the childrens' time in school and often give rise to children working together across all year groups to learn and perform alongside each other.

## **PE**

At Newlands, we aim to not only give our pupils from reception to year 6 fun and exciting PE lessons, but to give our pupils the tools and understanding required to make a positive impact in their own physical health and well-being. Our aim to offer children a wide variety of sports and physical skills which will enhance life -long fitness and life choices. PE also helps children to cope with both success and failure in competitive, individual and team-based activities.

## **Personal Development**

At Newlands, Personal Development lessons are heavily discussion based, and allow children an opportunity to explore their thoughts and opinions about a given topic or issue. We use a range of resources to help children to develop their ideas such as books, short video clips and lyrics to songs.

We have a strong belief that mental wellbeing is of key importance to children's learning. We wish to give children the tools to recognise their emotions and be able to discuss what helps them to manage their emotions and feelings.

In lessons, children will learn about a wide range of topics at an age appropriate level, such as British Values, citizenship, sustainability and healthy living. Through looking at these topics we will support children to make connections between their own lives and the lives of others. We hope children will progress through the school confident to discuss and share their opinions and respectfully listen to the opinions of others.

## **Computing**

At Newlands, we aim to give our pupils the life-skills that will enable them to utilise new technology in a safe way and be responsible digital citizens within a world heavily shaped by technology. We understand our children use technology on a daily basis at home therefore our curriculum needs to support and transfer the skills children have learnt at home to meet the needs of the National Curriculum.

We intend for our children, in all year groups, to develop their speaking and listening skills, within the computing curriculum, by using a range of different programmes to support children presenting ideas, analysing, researching and evaluating. We also use programmes to encourage and build on a progression of skills so children are able to decode, programme, design and evaluate.

E Safety is a focus of ours and something we are passionate about due to the digital world we live in. We aim for children to apply the skills and knowledge from school to further education, future careers and their home life, ensuring they are safe in a rapidly changing digital world.

We want to use technology to support learning across the curriculum so it is accessible to every child. Through the teaching of computing we aim for pupils to be digitally literate and competent users of technology and develop creativity, resilience, problem solving and critical thinking skills.

## **MFL**

The core language being taught at Newlands is French. Wherever possible, our planning is linked to our topic and we discuss vocabulary to make links with what we are learning. We follow the programme of study in the National Curriculum and this year we are hoping to hold termly focus days to submerge ourselves in a different language for the school day. We hope this will foster the pupil's curiosity and deepen their understanding of the world beyond their hometown and the United Kingdom. We play games, sing songs, write letters and carry out activities using our focus language.

We have a focus on a language of the term, where we celebrate the different native languages of children in our school. As a school we focus on saying key words in different languages to welcome new children to our school or offer a familiar spoken word to children who have English as an additional language.

## **RE**

At Newlands, we aim to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. Through religious education we aim to promote respect and open-mindedness towards others with different faiths and beliefs and encourage pupils to develop their sense of identity and belonging through self-awareness and reflection. Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural growth. Our aim is for children to not only learn about religions and beliefs but to learn from them.

## **Marvelous Me**

Marvellous Me is an exciting way for the children at Newlands to share their classroom experiences and successes directly with their parents as they happen. Accessed through a simple app on a mobile phone or other device, messages are sent from the classroom to celebrate all that happens within our childrens' learning journey. Other features include messages from the school office and activities to complete, to complement your child's learning and promote conversations about their daily experiences in class. All achievements and awards are kept as a scrapbook feature to look back at together with your child as a reminder of their learning journey at Newlands.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Early Years	 <p><u>All About Me</u></p>	 <p><u>Under the Sea</u></p>	 <p><u>The World Around Us</u></p>	 <p><u>Fairy Tales</u></p>	 <p><u>In the Garden</u></p>	 <p><u>Journeys</u></p>
Year 1	 <p><u>Once Upon a Time</u></p>	 <p><u>Memory Box</u></p>	 <p><u>Reach for the stars</u></p>	 <p><u>Dinosaur Roar</u></p>	 <p><u>Rumble in the Jungle</u></p>	 <p><u>Eco- Warriors</u></p>
Year 2	 <p><u>Towers and Tunnels</u></p>		 <p><u>Muck, Mixture and Mess</u></p>		 <p><u>Great Fire of London</u></p>	 <p><u>Beachcombers</u></p>
Year 3	 <p><u>Scrumdiddlyumptious</u></p>		 <p><u>Ancient Greece/ Tremors</u></p>		 <p><u>Pharaohs</u></p>	 <p><u>The Greatest Show</u></p>
Year 4	 <p><u>Misty Mountain</u></p>		 <p><u>Burps, bottoms and bile</u></p>		 <p><u>I am warrior!</u></p>	
Year 5	 <p><u>Off with her head!</u></p>	 <p><u>Space</u></p>		 <p><u>Beast Creator and Allotment</u></p>		 <p><u>Scream Machine</u></p>
Year 6	 <p><u>Frozen Kingdom</u></p>		 <p><u>World War 2</u></p>		 <p><u>Blood heart</u></p>	 <p><u>Tomorrow's World</u></p>